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# SAFEGUARDING AND CHILD PROTECTION POLICY

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BALTICA (SCHOOL OF RUSSIAN  
LANGUAGE & ART)

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## **POLICY STATEMENT**

Baltica is Slavic & Baltic Community and Supplementary School of Russian Language & Art. Our organisation believes that it is always unacceptable for a child or young person to experience abuse of any kind and recognises its responsibility to safeguard the welfare of all children and young people, by a commitment to practice which protects them.

### **WE RECOGNISE THAT:**

- The welfare of any child or young person is paramount.
- All children regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have the right to equal protection from all types of harm or abuse.
- Working in partnership with children, young people and their parents, carers and other agencies is essential in promoting young people's welfare.

### **THE PURPOSE OF POLICY:**

- To provide protection for the children and young people who receive supplementary educational services in Baltica, including the children of adult members or users.
- To provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk of, harm.

This policy applies to all staff, including paid staff and volunteers or anyone working on behalf of Baltica.

### **WE WILL SEEK TO SAFEGUARD CHILDREN AND YOUNG PEOPLE BY:**

- Valuing them, listening to and respecting them.
- Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers.
- Recruiting staff and volunteers safely, ensuring all necessary checks are made.
- Sharing information about child protection and good practice with children, parents, staff and volunteers.
- Sharing information about concerns with agencies who need to know, and involving parents and children appropriately.
- Providing effective management for staff and volunteers through supervision, support and training.

We are also committed to reviewing our policy and good practice annually.

## **CODE OF BEHAVIOUR**

### **YOU MUST:**

- Treat all children and young people with respect.
- Provide an example of good conduct you wish others to follow.
- Ensure that, whenever possible, there is more than one adult present during activities with children and young people or at least that you are within sight or hearing of others.
- Respect a young person's right to personal privacy and encourage young people and adults to feel comfortable and caring enough to point out attitudes or behaviour they do not like.
- Remember that someone else might misinterpret your actions, no matter how well – intentioned. • Be aware that even physical contact with a child or young person may be misinterpreted.
- Recognise that special caution is required when you are discussing sensitive issues with children and young people.
- Operate within the organisations principles and guidance and any specific procedures.
- Challenge unacceptable behaviour and report all allegations or suspicions of abuse.

### **YOU MUST NOT:**

- Have inappropriate physical or verbal contact with children or young people.
- Allow yourself to be drawn into inappropriate attention –seeking behaviour or make suggestive or derogatory remarks or gestures in front of children or young people.
- Jump to conclusions about others without checking facts.
- Either exaggerate or trivialise about child abuse issue.
- Show favouritism to any individual.
- Rely on your good name or that of the organisation to protect you. • Believe 'it could never happen to me'
- Take a chance when common sense, policy or practice suggests another more prudent approach.

You should give guidance and support to inexperienced helpers.

## **RECOGNISING THE SIGNS AND SYMPTOMS OF ABUSE**

It is generally accepted that there are four main forms of abuse. The following definitions are taken from "Working Together to Safeguard Children" 2010, Department of Health, Home Office, Department for Education and Employment.

## **PHYSICAL ABUSE**

May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent/carer fabricates the symptoms of, or deliberately induces illness in a child.

## **NEGLECT**

Is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **SEXUAL ABUSE**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

## **EMOTIONAL ABUSE**

Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, (including cyber-bullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

## RECOGNISING ABUSE

There are a number of circumstances under which staff might have concerns that a child or young person has been or is being abused:

- A child or young person may tell about abuse they have experienced
- A third party - parent, relative, carer, friend, neighbour, teacher - sharing concerns.

### **STAFF MAY ALSO BECOME CONCERNED THROUGH OBSERVING:**

- A bruise or injury which is unusual, for example, on a part of the body which is not normally prone to such injuries (e.g. the cheeks)
- Injuries which require but have not received medical attention
- Cigarette burns or bite marks
- Unexplained changes in behaviour either over time or suddenly (e.g. aggression or becoming withdrawn)
- Running away from home
- None attendance at school, projects or activities
- Reluctance to get changed or for example wearing long sleeves in hot weather
- The young person appears not to trust certain adults with whom you would normally expect them to have a close relationship
- The young person being discouraged or unable to make friends or from socialising with others
- The young person becoming unusually dirty or unkempt
- Changes to eating patterns
- Self harm or attempts to self harm
- Sexually inappropriate behaviour or knowledge

The above list is not exhaustive

### **WHAT TO DO IF SOMEONE DISCLOSES AN ABUSIVE ACT OR EXPERIENCE**

If a child or young person confides to someone that they are being or have been abused they have placed that person in a position of trust.

### **THE PERSON CONCERNED SHOULD:**

- Be clear that they cannot keep secrets and that they have to pass on information if they think a child or young person has been or is being harmed in some way.
- React calmly. Panic may frighten or silence the person.
- Reassure the person they were right to tell.
- Make it clear the child / young person is not to blame.
- Take what is said seriously recognising that there may be difficulties in interpreting what is said by a child.
- Keep questions to an absolute minimum to ensure a clear and accurate understanding of what is being said. Only ask questions in order to clarify what is being said. It is up to social services and the police to investigate the matter fully.
- Make a full record of what is being said, heard or seen as soon as possible.
- Do not delay in passing information on to the manager, chair of trustees, police or social services.

## NAMED PERSONS FOR CHILD PROTECTION

**Named Person for Child Protection:** Karina Polakova

Mobile number: 07869461782

Emergency contact no: 07838697330

**Deputy :** Alona Cernavina

Work telephone number: 01422 311 066

Mobile number: 07838697330

Emergency contact no: 07882289857

### THE ROLES AND RESPONSIBILITIES OF THE NAMED PERSONS ARE:

- To ensure that all staff are aware of what they should do and who they should go to if they are concerned that a child/young person may be subject to abuse or neglect.
- Ensure that any concerns about a child/young person are acted on, clearly recorded, referred on where necessary and, followed up to ensure the issues are addressed.
- To ensure they attend the relevant training course provided by the LSCB

### STAGES TO FOLLOW IF YOU ARE WORRIED ABOUT A CHILD

#### Stage 1

- Initially talk to a child/young person about what you are observing. It is okay to ask questions, *for example: "I've noticed that you don't appear yourself today, is everything okay?"* But never use leading questions
- Listen carefully to what the young person has to say and take it seriously;
- Never investigate or take sole responsibility for a situation where child/young person talks about matters that may be indicative of abuse;
- Always explain to children and young people that any information they have given will have to be shared with others, if this indicates they and or other children are at risk of harm;
- Notify the organisation's Named Person for Child Protection
- Record what was said as soon as possible after any disclosure; The person who receives the allegation or has the concern should complete a pro-forma and ensure it is signed and dated.
- Respect confidentiality and file documents securely;

## **Stage 2**

- The Named person(s) should take immediate action if there is a suspicion that a child has been abused or likely to be abused. In this situation the Named Person should contact the police and/or Leeds Children and Young People's Social Care. (see Section 6 ). If a referral is made direct to the Leeds Children and Young People's Social Care this should be followed up in writing within 24 hrs.

NB Parents / carers will need to be informed about any referral to Children & Young people's Social Care unless to do so would place the child at an increased risk of harm.

### **BARIERS TO REPORTING ABUSE**

Some people have concerns about sharing confidential information. It would normally be considered good practice not to refer a child or young person to another agency without their knowledge and consent. However this principle of confidentiality can be overridden by a legal duty where there are child protection concerns.

### **MANAGING ALLEGATIONS MADE AGAINST A MEMBER OF STAFF OR VOLUNTEER**

Baltica has procedures in place to ensure that any allegation made against a member of staff is dealt with appropriately.

Any allegations made against a member of staff should be discussed with the Local Authority Designated Officer (LADO) who is based within the Child Protection Unit (0113 247 8653)

If the allegation is about a lead person in our organisation then the matter should again be discussed with the LADO

The worker must ensure that that the child is safe and away from the person against whom the allegation is made.

Regardless of whether a police and/or Children and Young People's Social Care investigation follows, an internal investigation should take place and consideration is given to the operation of disciplinary procedures. This may involve an immediate suspension and/or ultimate dismissal dependant on the nature of the incident.

### **AFTER AN ALLEGATION**

After an allegation or suspicion about a child protection concern has been investigated, there are likely to be strong feelings among the staff, service users, parents and maybe the wider community, which will need to be addressed. There are likely to be issues of:

- Communication – rumour or fact?
- Guilt and blame – if suspicions have been around for sometime
- Impact – on individuals, of the nature of what occurred and to whom

Managing committee will give careful consideration to the best way of managing this.

## **MANAGEMENT AND SUPERVISION OF STAFF / VOLUNTEERS**

It is important that all staff have an opportunity to discuss with Managing Committee any child protection matter giving them concern and this is best done by providing regular supervision. Our procedures indicate the supervision arrangements in place for our staff.

## **RECORDING AND MANAGING CONFIDENTIAL INFORMATION**

A form for recording concerns/allegations of abuse, harm and neglect is attached to the guidelines. The person who receives the allegation or has the concern should complete and sign this form. Send or hand this form in an envelope marked 'Private & Confidential' to Named persons for child protection or Managing Committee.

In regard Data Protection Act 2004 Baltica's commitment:

- to manage and store all the confidential information safely
- to processed confidential information fairly and lawfully and in accordance with your rights
- to keep all confidential information secure

All children and young people have rights to confidentiality unless the organisation considers they could be at risk of abuse and/or harm.

## **DISTRIBUTING / REVIEWING POLICIES AND PROCEDURES**

Baltica has in place a system for distributing, displaying and reviewing their overall policies and procedures.

The policy reviewed annually and signed by the Management Committee.

Our Policies and Procedures are displayed on a prominent notice board and on our web site and a copy will be given and easily available to all staff and parents.

## **RESPONSIBILITIES OF MANAGEMENT COMMITTEE ARE:**

- Provide written guidance to all staff and committee members
- Ensure everyone understands their legal duties and responsibilities

### ***Management committee also***

- Develop a clear framework for behavior management towards any children or young people
- Provide information about procedures to follow if an allegation is made
- Ensure all workers have training to recognize the signs and symptoms of abuse
- Ensure that all staff have enhanced CRB checks.
- Ensure all workers understand that physical punishment or threat of physical punishment must never be used
- Ensure that workers understand that verbal humiliation of children is unacceptable

### **Safer Recruitment**

- Write a clear job description (what tasks the applicant will do) and a role profile (what skills the person will be expected to have).
- Use application forms to assess the candidate's suitability for the role. This makes it easier to compare the experience of candidates and helps us to get all of the important information we need to ask.
- Make it clear that we have a commitment to safeguarding and protecting children. We could include this in a job application pack.
- Have a face-to-face interview with pre-planned and clear questions.
- Include a question about whether they have any criminal convictions, cautions, other legal restrictions or pending cases that might affect their suitability to work with children.
- Check the candidate's identity by asking them to bring photographic ID.
- Check the candidate actually holds any relevant qualifications they say they have.
- Apply for a Criminal Records Bureau check.
- Take up references. Ask specifically about an individual's suitability to work with children.
- Provide a copy of our safeguarding/child protection procedures

## **CHILDREN WITH SPECIAL NEEDS**

Special care and attention will be given to all children with disabilities and special needs for two reasons: They are often at increased risk of abuse and neglect because

- They have fewer outside contacts than other children
- They receive intimate personal care possibly from a number of carers
- They have an impaired capacity to resist or avoid abuse
- They have communication problems making it difficult to tell others what is happening
- They may be inhibited about complaining because of a fear of losing services
- They may be especially vulnerable to bullying and intimidation

## **BULLYING**

Bullying may be defined as deliberately hurtful behavior, usually repeated over a period of time, where it is difficult for those who are bullied to defend themselves. The three main types of bullying are:

- Physical (eg. hitting, kicking, theft)
- Verbal (eg. racist or homophobic remarks, threats, name calling)
- Emotional (eg. Isolating an individual from the activities and social acceptance of their peer group)

Bullying can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes them significant harm (including self-harm)

## **CYBERBULLYING**

This is when a person or a group of people threaten, tease or embarrass someone else by using a mobile phone, the internet or other technologies. Those who take part in this often target their victims by putting a comment to a photo on a blog, or asking their friends to send it to other people. It can also include

- Email- sending messages that can be threatening or upsetting
- Instant messenger and chatrooms – sending messages directly to the victim or to friends. Other people are then invited to join the bullying conversation
- Social networking sites – setting up profiles on sites such as Facebook or Bebo to make fun of the victim
- Mobile phone- sending humiliating and abusive text messages, including photo and video messages
- Interactive gaming games consoles allow players to chat online in a multi player game. Cyber bullies can abuse other players by using threats or locking victims out of games

## Useful Contacts/ Documents

<b>Leeds Safeguarding Children Board</b>	<a href="http://www.leedslscb.org.uk">www.leedslscb.org.uk</a>	0113 395 1334
<b>Children Leeds</b>	<a href="http://www.leedsinitiative.org/children">www.leedsinitiative.org/children</a>	0113 395 0247
<b>Child Protection Team</b>		0113 247 8653
<b>Supplementary Education Co-ordinator (Wesley Wu)</b>		07891270385
<b>Children and Young People's Social Care Call Centre</b> (normal working hours)		0113 222 4403
<b>Out of Hours Emergency Duty Team</b>		0113 240 9536
<b>West Yorkshire Police</b>		0845 60 60 60 6
<b>NSPCC Leeds Office</b>		0113 217 2200

### **NSPCC Child Protection Helpline**

The NSPCC Child Protection Helpline is a free 24-hour service available in all languages that provides counselling, information and advice to anyone concerned about a child at risk of abuse. Telephone: 0808 800 5000 –

Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

**Domestic Violence Helpline:** 0808 2000 247

**Muslim Youth Helpline:** 0808 808 2008

### **The Forced Marriage Unit**

(+44) (0)20 7008 0151 between 9 am and 5pm Monday to Friday

Emergency Duty Officer (out of office hours)

(+44) (0)20 7008 1500

Or e-mail: [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk)

Forced Marriage Unit at: [www.fco.gov.uk/forcedmarriage](http://www.fco.gov.uk/forcedmarriage)

### **Churches Child Protection Advisory Service (CCPAS)**

is an independent Christian child care charity working across the faith sector

[www.ccpas.co.uk](http://www.ccpas.co.uk)

### **Children Leeds website**

[www.leedsinitiative.org/children](http://www.leedsinitiative.org/children)

### **“Safe Network”**

[www.safenetwork.org.uk](http://www.safenetwork.org.uk). This web site is also very helpful for a wide range of help and advice on child protection issues for smaller community groups including an online guide to developing your Safeguarding standards.

### **“AFRUCA” - Africans Unite Against Child Abuse**

promoting the rights and welfare of African children in the UK, particularly concentrating on safeguarding issues.

0844 660 8607 [www.afruca.org](http://www.afruca.org)

### **Child Protection in Faith-Based Environments**

A Guideline Report – Dr. G. Siddiqui

The Muslim Parliament of Great Britain  
109 Fulham Palace Road, London, W6 8JA

**A Guide to Healthy Fasting**

Communities in Action supported by the NHS have produced a helpful booklet: "Ramadan Health Guide"

**Safeguarding Children and Safer Recruitment in Education .**

Department for Education and Skills Guidance published in 2007.

**Working Together to Safeguard Children 2010**

HM Government- a guide to inter agency working to safeguard and promote the welfare of children

Agreed by the Management Committee

Signed: ..... Date:.....

Date implemented	Future review dates			
	2012	2013	2014	2015
Date reviewed				
Date approved by trustees				

# FORM FOR RECORDING ALLEGATIONS OR CONCERNS ABOUT CHILDREN

Please use this form as a prompt, recording any additional information on the back or on another sheet of paper. Forms can be handwritten or typed and printed off, but they must be signed, dated and timed.

Child's details (name, address, contact number, age / DOB etc.):	Child's parents or guardian's details, including contact number (where known):	Details of person <u>reporting</u> suspicion / allegation / concern to you, including contact number (this may be the child):
Describe what the suspicion/allegation/concern is here (using child's words where possible):		
Describe fully any signs, symptoms you or others have observed (include here what the child has told you):		
<u>Where</u> did this occur (as far as you know)?		
<u>When</u> did this happen (as far as you know)?		
If some earlier signs/symptoms were noticed before today, <u>when and where</u> was this?		
Record details of anyone else who may have been present or have relevant information:		
Record who has been informed and whether the parents / carers have been consulted and any actions agreed:		
Signed:	Date and Time:	
Job title:	Telephone Number:	

